



EMMANUEL COLLEGE

Emmanuel Schools Foundation

Quality of Education Policy

June 2026

CHARACTER, EXCELLENCE, LEADERSHIP

Vision

At Emmanuel College we believe every student is entitled to an ambitious, knowledge-rich education which enables them to flourish academically, socially and personally. Central to our mission is our aim to ensure that all students can achieve more than they ever thought possible.

We are unapologetically ambitious for behaviour, outcomes and future destinations, recognising that genuine inclusion is secured through consistently high standards and a commitment to enabling all members of our community to achieve personal best outcomes and grow in character. Therefore, we have designed an academically ambitious, carefully sequenced curriculum that removes barriers to participation and achievement through deliberate curriculum design, explicit teaching of foundational skills and responsive support. In doing so, we ensure that all students can access and succeed within a common ambitious curriculum.

Across subjects, leaders and teachers have a shared and precise understanding of what students should know and why. Each subject has a clearly articulated curriculum intent and philosophical rationale, underpinned by decisions about content, sequencing and ambition. These decisions are informed by subject expertise and a strong understanding of how students learn, ensuring coherence both within and across key stages.

We recognise that staff are our most important resource and will have the biggest impact on the quality of education for our students. Therefore, we ensure that all staff are supported to be well qualified, highly motivated, hardworking and accept the professional obligation to improve their classroom practice and develop their subject knowledge and expertise. All staff have access to a well-structured and high quality CPD programme at all levels to fulfil the expectations outlined in this policy. Alongside powerful subject knowledge, we are committed to developing the foundational skills of reading, vocabulary, oracy, writing and numeracy. These skills are explicitly taught, practised and reinforced across the curriculum to ensure all students can access learning, communicate effectively and demonstrate 'Everyday Excellence'.

Curriculum

Our curriculum is designed to:

- secure powerful knowledge over time;
- develop confident, articulate and numerate learners through the explicit teaching of the foundational skills required for academic success and 'Everyday Excellence';
- promote deep understanding and long-term memory;
- remove barriers to success for vulnerable learners, including those who are classed as disadvantaged and or SEND;
- prepare students for future education, employment and life in modern Britain.

Our curriculum is ambitious for all students, regardless of background, starting point or need. It is coherently sequenced, carefully planned and academically rigorous, ensuring that students develop the powerful knowledge, vocabulary and cultural capital needed to succeed in school and beyond. Leaders carefully consider curriculum content, sequencing, vocabulary demands, reading

requirements and assessment approaches to remove unnecessary barriers whilst maintaining consistently high expectations. Foundational skills are explicitly taught and reinforced so that all students can access, participate in and succeed within the curriculum. It is deliberately constructed to secure long-term retention, enabling students not only to know more, but to remember more and apply their learning with increasing confidence and sophistication over time.

Curriculum planning ensures that key knowledge is clearly identified and sequenced progressively, with prior learning revisited regularly to strengthen retention and address misconceptions. Assessment is used purposefully to inform teaching, identify gaps and shape responsive support, ensuring that all students remain on a trajectory towards success. Our curriculum prepares students not only for external examinations, but for further study, employment and active participation in society.

Leaders regularly review curriculum implementation and impact to ensure that curriculum intent is realised consistently, so that students experience high-quality learning across subjects, and that outcomes reflect sustained academic excellence.

Foundational Skills: 'Everyday Excellence'

Foundational skills are central to success across the curriculum. Secure foundations in reading, vocabulary, oracy, handwriting and numeracy enable students to fully access academic learning and participate successfully in society. These skills are explicitly taught and deliberately developed across all subject areas.

Ready for Reading

Reading is not purely beneficial for learning but is an opportunity for all students to access the world outside of their local context and imagination. Every student, no matter their background, should have access to, and be able to benefit from, the richness of books: no student should be too shy to read aloud, no student should fear or dislike reading. All children should read every day. All children should be read to every day. Leaders identify and address barriers to reading through a comprehensive reading intervention programme.

Teachers:

- Ensure that students are given the opportunity to read frequently and aloud;
- Model fluent reading through expert use of prosody, expression, pacing and automaticity;
- Know the reading ages of their students and use this information intentionally in their lesson planning and adaptive teaching strategies;
- Promote reading for both academic success and personal development.

Students:

- Read with focus and perseverance, engage fully with opportunities to read aloud and independently, and develop their knowledge, vocabulary and understanding through reading.

Vocabulary Power

Explicitly teaching vocabulary can enrich knowledge and understanding in all subject domains. Words that make reading challenging generally do not occur in spoken language and there is a strong reciprocal relationship between word knowledge and reading comprehension. (National Reading Panel 2000, Biemiller 2003).

Therefore, tier 2 and tier 3 vocabulary must be meaningfully taught and revisited in all lessons. Research has shown that children need to encounter a new word in excess of ten times in order for it to become embedded within their long term memory: “Vocabulary research strongly points to the need for frequent encounters with new words if they are to become a permanent part of an individual’s repertoire.” (Doug Lemov, ‘Reading Reconsidered’).

Teachers:

- explicitly teach Tier 2 and Tier 3 vocabulary;
- revisit key terminology regularly;
- model accurate academic language;
- support students to use subject-specific vocabulary precisely in speech and writing.

Students:

- communicate using accurate and increasingly sophisticated academic language.

Speak to Succeed

Oracy is fundamental to learning, thinking and belonging. Through high-quality talk, students learn to clarify their thinking, deepen their understanding, articulate their ideas and engage meaningfully with the perspectives of others. The ability to speak with confidence, listen with care, question thoughtfully and disagree respectfully is not reserved for a few; it is a vital entitlement for every child, regardless of background or starting point. We believe every student should be explicitly taught how to communicate effectively and given regular opportunities to rehearse, refine and strengthen their voice. No child should feel silenced by a lack of confidence, vocabulary or opportunity.

Teachers:

- plan opportunities for structured academic talk;
- use questioning to deepen thinking and check understanding;
- ensure all students participate regularly;
- model high-quality spoken language;
- develop students’ confidence in explaining, discussing, debating and presenting ideas.

Students:

- speak in full sentences and articulate their thinking clearly and respectfully.

Write with Purpose

Writing is how students make their thinking visible. Through writing, ideas are clarified, knowledge is secured and understanding is communicated with precision and purpose. We believe every child should be explicitly taught to write fluently, accurately and confidently across every subject and in every classroom. This includes the foundational habits that underpin successful written communication: secure handwriting, effective transcription and pride in presentation.

Handwriting matters because when writing becomes automatic, students are freed to focus on the quality of their thinking rather than the mechanics of recording it. Through our shared expectation of the 4 Ps — *position, posture, pencil grip and presentation* — we help students to develop the habits, stamina and fluency needed for success.

Teachers:

- explicitly model writing processes;
- provide opportunities for extended writing;
- maintain high expectations of presentation and handwriting;
- support students to write fluently and independently.

Students:

- take pride in the presentation and accuracy of their work.

Power with Numbers

Numeracy is far more than mathematics lessons; it is a vital life skill that enables students to make sense of the world around them. From interpreting data and managing money to estimating, measuring and solving problems, confidence with numbers opens doors to future learning, employment and everyday life. We believe every child, regardless of background or starting point, deserves to develop strong numerical fluency and the confidence to apply it across the curriculum and beyond. Numeracy should be explicitly taught, regularly practised and woven through the fabric of school life. No child should be held back by anxiety or a belief that they are ‘not a maths person’. Every child should work with numbers every day. Every child should build confidence with numbers every day. Numeracy is the responsibility of all curriculum areas.

Teachers:

- develop students’ confidence with number, measure, data and interpretation where appropriate;
- explicitly teach subject-specific mathematical applications;
- address gaps in fluency and confidence;
- ensure students can apply numeracy accurately in different contexts;
- model mathematical thinking by making thought processes explicit and verbalising problem-solving strategies.

Students:

- use mathematical knowledge accurately and confidently across the curriculum.

Teaching and Learning Principles

Emmanuel Schools Foundation Teaching Principles:

1. Establish the right climate for learning;
2. Develop students' knowledge;
3. Build and embed expertise;
4. Adapt the teaching for all students;
5. Check for understanding frequently and re-teach as needed;
6. Give high-quality feedback;
7. Stretch students' literacy skills.

Emmanuel College Staff Language:

To support the practical application of the ESF teaching principles in the classroom, staff are familiar with the language of:

1. Set the Stage: establish the right climate
2. Sequence: recall and build on existing knowledge
3. Deepen: independent practice
4. Tailor: anticipate, scaffold, model
5. Check and Pivot: assess and adapt
6. Refine and Improve: feedback to make progress
7. Read, write and speak like an expert

Foundational skills are developed through every stage of the teaching process, but are made particularly explicit through Principle 7: Amplify. Through reading, writing, speaking and numeracy, students strengthen their ability to access, articulate and demonstrate their learning.

High-quality teaching secures strong progress through clear explanation, expert modelling, responsive teaching and purposeful practice.

Teachers will:

- establish consistently high expectations;

- create calm, purposeful learning environments;
- explain new learning clearly and accurately;
- connect new learning to prior knowledge;
- model expert thinking and processes;
- check understanding frequently;
- adapt teaching responsively;
- use retrieval practice to strengthen long-term memory;
- provide guided and independent practice;
- secure high levels of participation from all students;
- address misconceptions promptly;
- promote independence and resilience.

Inclusion and Adaptive Teaching

All students are entitled to access an ambitious, high-quality curriculum, regardless of their starting point, background or individual need. Inclusion is not achieved through lowered expectations, but through the deliberate removal of barriers that might prevent students from succeeding. Adaptive teaching is therefore a fundamental aspect of effective classroom practice, enabling teachers to respond thoughtfully to the needs of learners whilst maintaining consistently high expectations for all. Teachers are expected to know their students well, using assessment intelligently to identify barriers, misconceptions and gaps in understanding so that support can be responsive and purposeful. This includes understanding students' foundational skill profiles, including reading age, literacy, numeracy and communication needs. Teachers use this information to anticipate barriers to learning and ensure that support is proactive rather than reactive. This may include adapting explanations, questioning, modelling and scaffolding to ensure that learning remains accessible without diluting academic challenge. Timely intervention and carefully considered support help students to remain on track, whilst classroom practice should consistently promote equity, confidence, participation and success for all learners. Teachers should seek 100% participation and 100% hard thinking, ensuring that all students remain intellectually engaged in ambitious learning.

Teachers:

- know the individual needs of students, use Blue Folders effectively and anticipate how those needs may present themselves within the classroom;
- use assessment (including reading age data, low and high stakes subject assessment data) to identify barriers and gaps;
- scaffold learning appropriately;
- provide timely intervention and support;

- adapt explanations, questioning and modelling;
- promote participation and success for all learners;
- understand students' foundational skill gaps and adapt support accordingly;

Assessment and Feedback

Assessment is integral to effective teaching and learning. Its purpose is to provide reliable, meaningful information about what students know, understand and can do, enabling teachers and leaders to make informed decisions that improve learning and strengthen curriculum implementation. Assessment should always be purposeful, proportionate and aligned to curriculum intent.

Teachers use formative assessment routinely within lessons to check for understanding, identify misconceptions and adapt teaching responsively. More structured assessments provide opportunities to evaluate students' progress over time, whilst formal examinations offer a broader measure of attainment and preparedness for external assessment. At Key Stage 3, assessments should provide opportunities to evaluate both knowledge recall and the application of powerful knowledge. This enables teachers to distinguish between what students remember and how effectively they can use that knowledge in increasingly sophisticated contexts.

For students in Years 7-10, a trajectory grade (a grade that indicates what grade at GCSE they are on track for) should be provided for each student in each subject at the end of each term. Twice a year these grades will usually come from a range of internal assessment data. Once a year, this will come from the annual examination. Year 11 students have trial examinations in November. These exams are the first time that students are awarded a 'working at' grade (the grade they would get if they did their exams now). For some subjects in Year 11 a second trial exam is sat in the spring term. Leaders use assessment information thoughtfully to review curriculum effectiveness, identify strengths and gaps, and ensure that teaching, intervention and curriculum refinement enable students to know more, remember more and do more over time.

In line with evidence-informed practice, we prioritise feedback that is: timely, specific and manageable, with impact on student learning taking precedence over volume or format. Students should understand how to respond to feedback and be supported to improve their work accordingly. Feedback is given in the following ways:

1. Verbal feedback: Teachers should provide verbal feedback throughout the lesson. Verbal feedback is powerful because it can be acted on immediately and can therefore have a powerful impact on security of learning.

2. Whole-class feedback: Providing regular whole-class feedback to students is very efficient but also helps build a culture of accepting feedback and, if done well, can be motivating and enjoyable.

3. Peer-to-peer feedback: The process of pairing students to look at each other's work can lead to clearer understanding of misconceptions and the consolidation of knowledge. Peer-to-peer feedback works best when a clear structure for the feedback is provided such as a model response or mark scheme.

4. Limited written feedback: written feedback is important for spotting and correcting minor errors and highlighting particular strengths. It also serves to remind students that they are accountable for their books and that their teachers are interested in their work.

5. Extended written feedback: Written feedback is time consuming and rarely do the gains justify the cost. However, sometimes written feedback is important. Written feedback may be particularly useful in subjects where the quality of written response is important.

6. Live feedback and live marking: Teachers should provide immediate feedback during lessons through live marking, questioning, conferencing and responsive intervention. This allows misconceptions to be addressed in real time, strengthens understanding and enables students to improve their work whilst learning is taking place.

Quality Assurance and Professional Development

Quality assurance focuses on improving student learning and strengthening curriculum implementation.

Leaders use:

- curriculum reviews;
- lesson visits;
- work scrutiny;
- student voice;
- assessment information;
- professional dialogue and coaching to evaluate the effectiveness of curriculum implementation and identify areas for improvement.

Professional development is evidence-informed, collaborative and focused on improving classroom practice and student outcomes. The college promotes a culture of continuous improvement, professional reflection and shared practice.

Appendix A: The Emmanuel College Curriculum

An overview of the number of lessons taught in each cohort is shown in the table below.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	4	4	4	5	5
Mathematics	4	4	4	5	5
Science	5	5	6	6	6
Languages*	3	3	4		
Geography	2	2	2		
History	2	2	2		
Religious Education	2	2	2	2	3
Technology	2	2	2		
Physical Education	2	2	2	2	2
Computing	1	1	1		
Art	1	1	1		
Drama	1	1	1		
Music	1	1	1		
Reading**	1	1			
Classics**	1	1			
Personal Development	1	1	1	1	
Option 1***				3	3
Option 2				3	3
Option 3				3	3
Option 4				3	3

* In Years 7 and 8, students will study three lessons of either French, German or Spanish. In Year 9, students have the option to specialise in one language for four periods a week or pick up a second language, including Latin and to study each language for two periods a week. All languages are offered at GCSE and at A Level.

**In Years 7 and 8, all students have one lesson a week dedicated to reading unless they choose to opt into Classics.

***GCSE options include: Art, Computer Science, Construction, Digital Information Technology, Economics, Engineering, Enterprise, Drama, Food and Nutrition, French, German, Geography, Graphic Communication, Health and Social Care, History, Latin, Music, Music Practice, Spanish, Sports Studies, Statistics, Technology.